

# Community-Based Participatory Research: Partnership for Change Initiative Training



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# Objectives of this Training

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- Explore Participants' Knowledge and Learning Goals
- Define Community-based Participatory Research (CPAR)
- Introduce tools that are useful at key points in the CPAR process
- Consider how a CPAR approach relates to the Partnership for Change Initiative
  - Is it being used already?
  - How might it enhance future work?

# What is Community-Based Participatory Action Research (CPAR)?

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- Type of research- action oriented
- An approach, not a method
- Actively involves the community
- Community members are partners, not subjects
- Strengths and knowledge of all partners appreciated and utilized
- Increasingly becoming part of funders' expectations

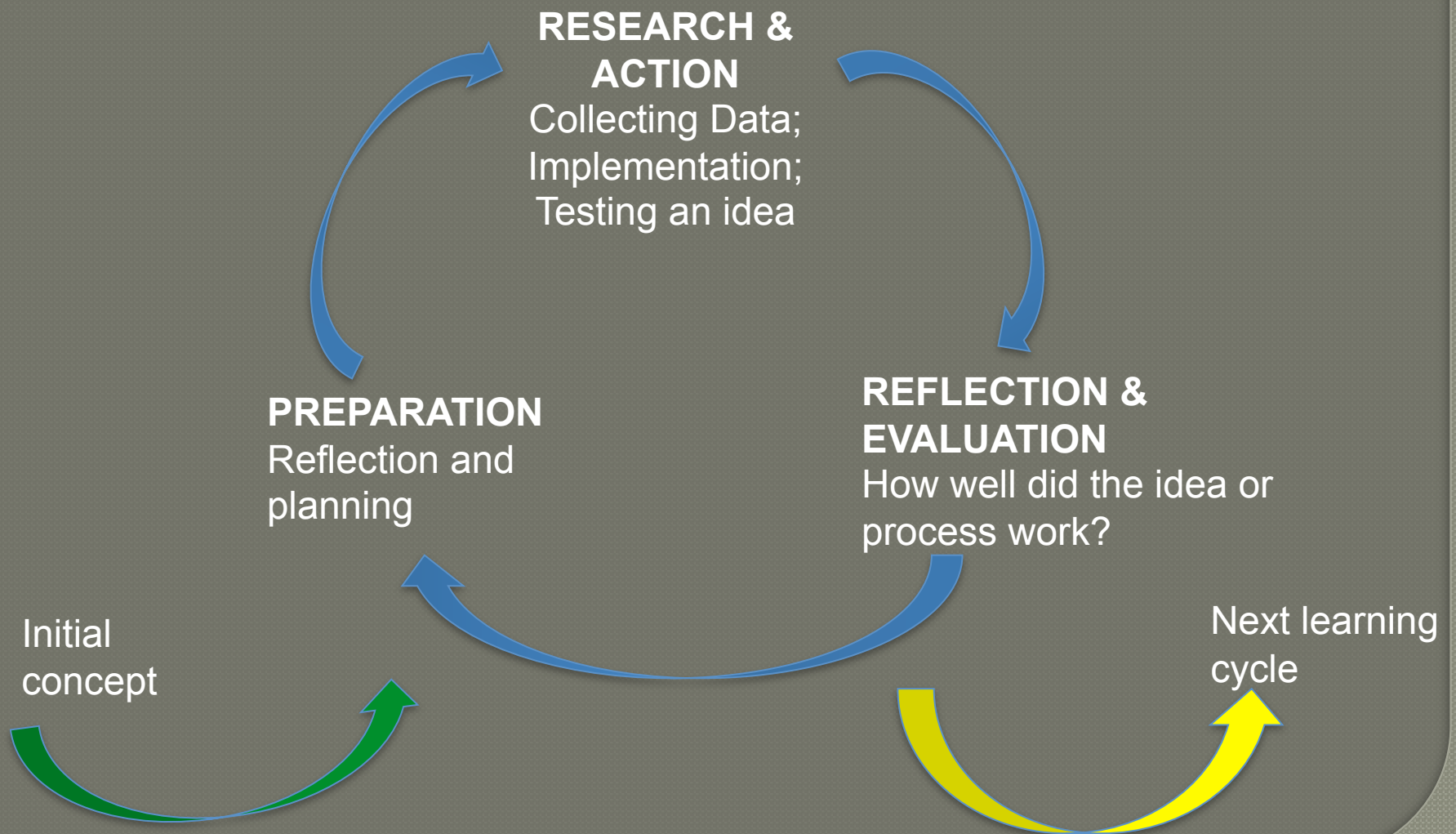


# A few related terms...

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- **Project-Based Research** (Stoecker, 2005)
- **Action research** (Argyris & Schon 1989; McNiff 1992; Mills 2000)
- **Participatory action research** (Park, Brydon-Miller, Hall and Jackson 1993; Whyte 1991; Fals-Borda, 1991; Selener 1997)
- **Rapid rural appraisal** (Beebe 1995; Chambers)
- **Applied rural research** (Whittaker & Banwell 2002)
- **Participatory rural appraisal** (Campbell 2001)
- **Rapid ethnographic assessment** (Taplin, Scheld & Low 2002)
- **Participatory research** (Hall 1984; Brown 1985)
- **Feminist research** (Fonow & Cook 1991)
- **Empowerment evaluation** (Fetterman 2001)
- **Community-based research** (Cotter, Welleford, Vesley-Massey & Thurston 2003, Strand, Marullo, Cutforth, Stoecker & Donohue 2003)

# The PAR Cycle

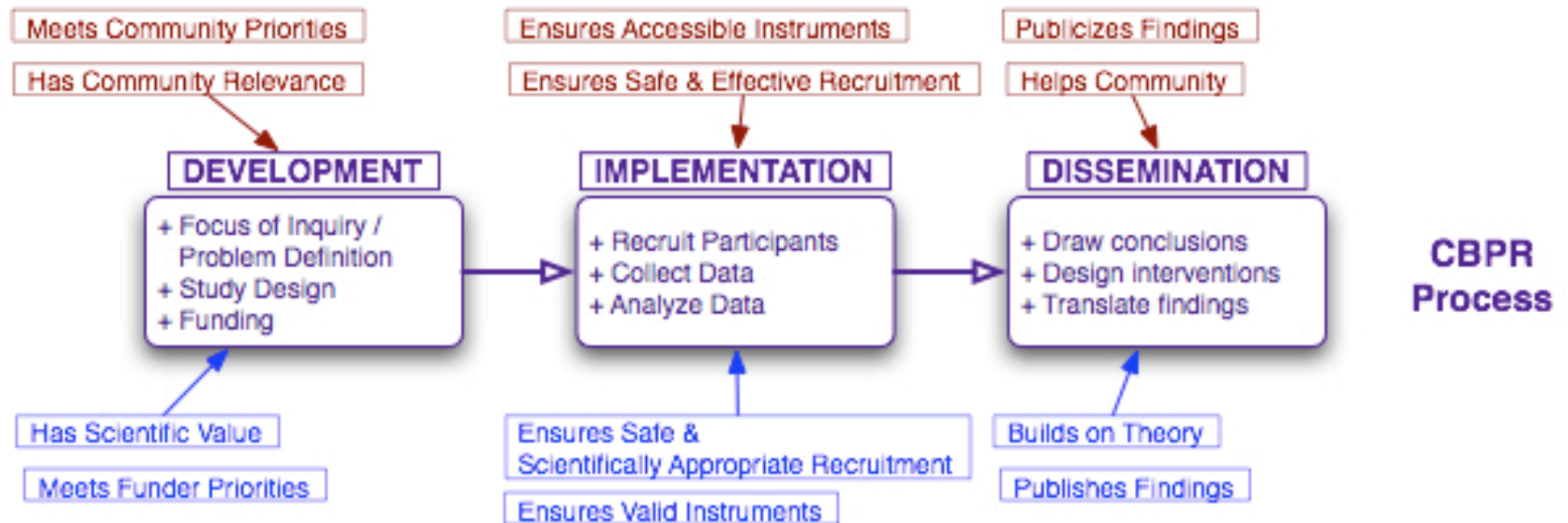


# Community Participation: Structure

Community participation can occur at any stage of research.

## Community

KEEPS RESEARCH ETHICALLY SOUND AND SOCIALLY RELEVANT



KEEPS RESEARCH SCIENTIFICALLY SOUND AND ACADEMICALLY RELEVANT

## Researchers

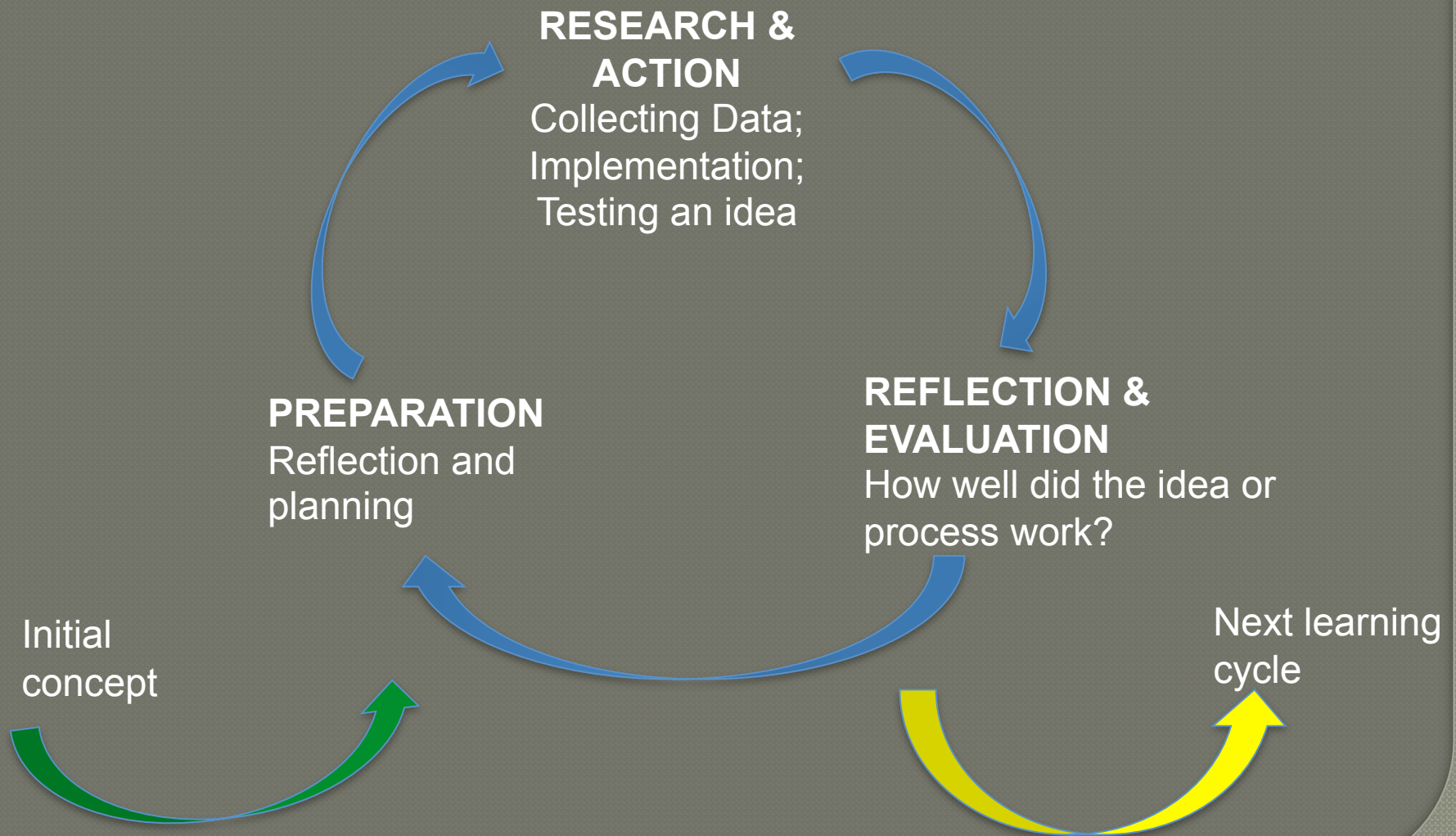
Dora Raymaker, Katherine McDonald, Christina Nicolaidis, 2009. contact [dora@aspiireproject.org](mailto:dora@aspiireproject.org)



# CPAR in Practice



# The PAR Cycle





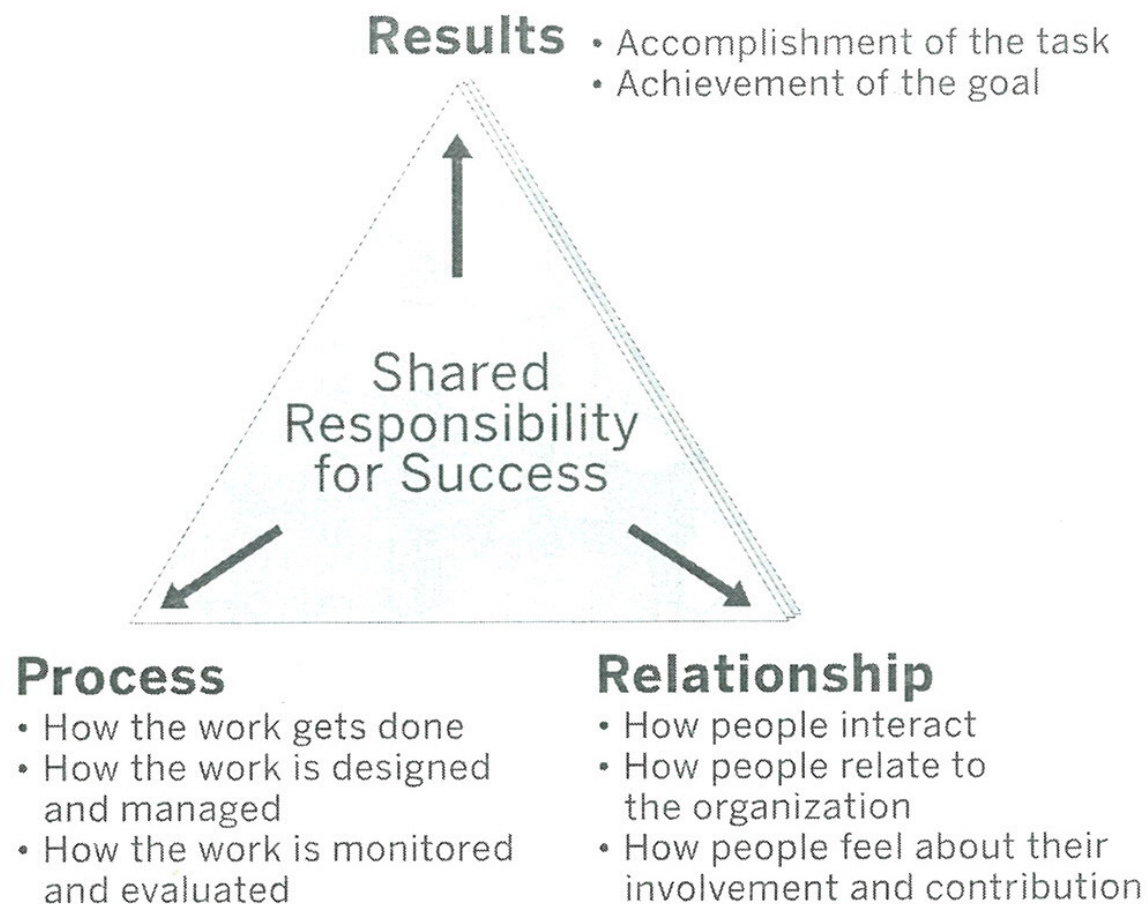
# *Preparation: Tools/Strategies*

Facilitate agreement about research and action goals through developing:

- Partnerships, to bring additional capabilities, resources and external motivation
- Consider additional training- necessary skills
- Workplans/MOAs- who, what, when
- Clear roles, interdependence and shared vision are essential
- Implementation and follow-through:
  - find “soldiers”, not just idea/influence people
- *Communicate, communicate, communicate.*



# Define Indicators of Success... TOGETHER!



# Identify Community: Tool

## Determine “Key Informants/Influencers”

\ Criteria Interest groups\	Decision-makers	Actor/ Implementer	Potential +/- impact on this group	Proximity	Power deficit?
Intervale Center staff					
Farm owners					
Farm managers					
Farm laborers					
Consumers					
Farm x,y,z etc					
City of Burlington					
State of VT					

Adapted from Colfer et al. 1999.

# Understand Community: Community Assessment Tool

## SWOT ANALYSIS

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin (attributes of the organization)	<b>S</b> Strengths	<b>W</b> Weaknesses
External origin (attributes of the environment)	<b>O</b> Opportunities	<b>T</b> Threats

[http://www.ebizelindia.org/  
2009/09/swot-analysis-strength-  
weakness.html](http://www.ebizelindia.org/2009/09/swot-analysis-strength-weakness.html)

# Research & Action: Key Considerations

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- Ownership and Confidentiality
- Ethics and Trust
- Maintaining Research Rigor
- Impact





# Research & Action

- Strong analytical framework that addresses question- the methods used depend on the question
- Cross-check data (Triangulate using more than one method or source of data)
- Discuss working hypothesis, findings and interpretation with community and other groups





# Research Tools: Methods

- **Surveys, Interviews, Focus Groups**
- **Multimedia:** Community Mapping, Photovoice
- **Sharing Results as part of the Research Process**

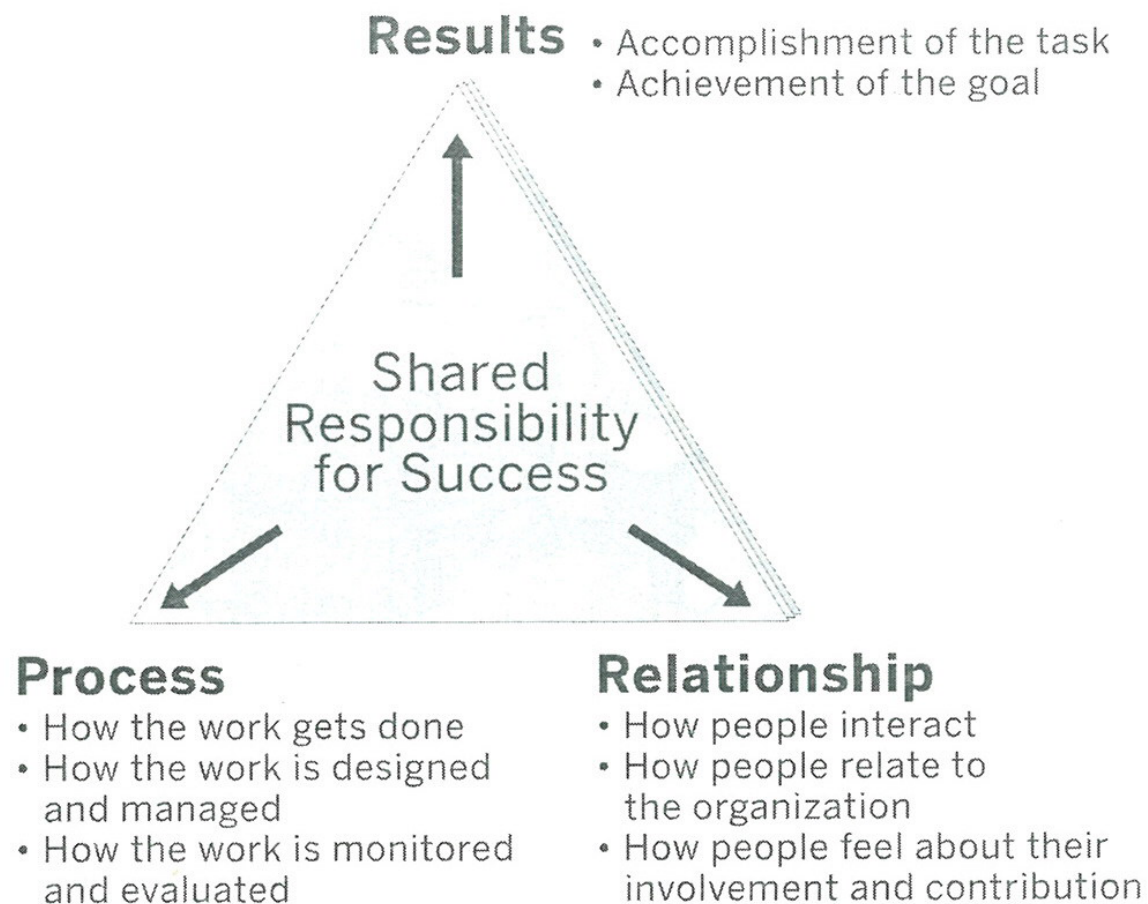


# Reflection & Evaluation: Tools

- Indicator-based monitoring
  - Identify and document indicators together
  - Focus on both process and results
  - Should be relevant, measurable, time-limited and practical
- Research Team Reflection
  - Revisit workplan and objectives;
  - Include community members on core team!
  - Vary the technique (focus group, different facilitator, formal v. informal)
  - Do formal learning at least once a year, but not > once every 3-6 months.



# Evaluate Indicators of Success... TOGETHER!





# Don't forget to Celebrate!



# Small Group Discussion

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- How are CPAR principles or tools currently being used?
- How might CPAR principles or tools enhance future work?



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# CPAR Reality Check:

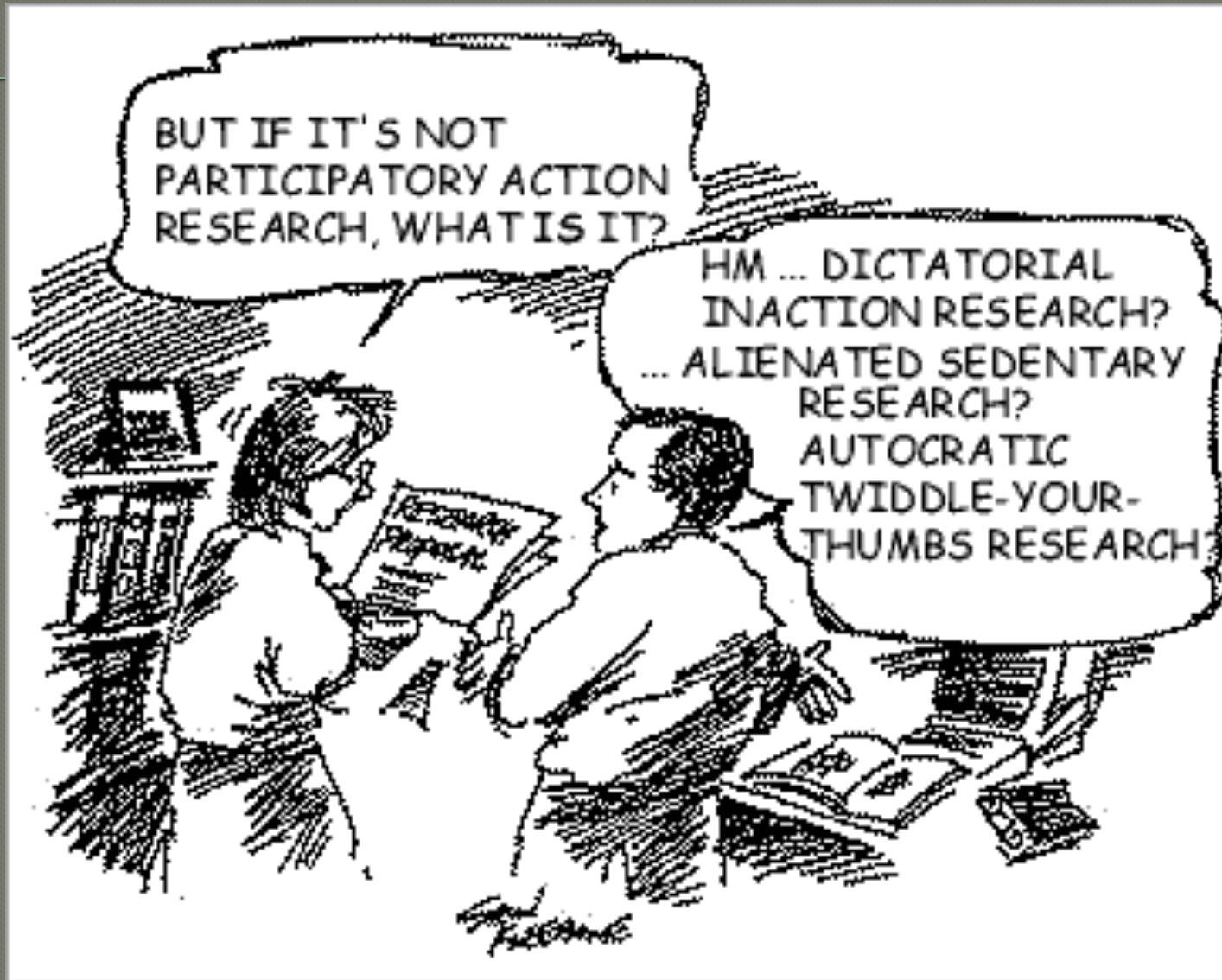
## Divergence of Concepts and Practices



## REALITY CHECK!

	<b>Idealized concept</b>	<b>Reality check</b>
<b>Community</b>	<ul style="list-style-type: none"> <li>-Group of similar people</li> <li>-Agreement can be reached</li> <li>-Need and want CPAR</li> </ul>	<ul style="list-style-type: none"> <li>-Diverse, overlapping groups</li> <li>-Conflict is common</li> <li>-CPAR may not be priority</li> </ul>
<b>Participatory</b>	Everyone can and wants to participate and learn in meaningful ways	<ul style="list-style-type: none"> <li>-People don't have time or interest</li> <li>-Participation is limited to providing input</li> <li>-Budget authority is rarely shared</li> <li>-Marginalized groups may not participate at all or, if they do, risk exposing interests to more powerful groups.</li> <li>-Representatives may not reflect constituency.</li> </ul>
<b>Action</b>	Project has direct benefits	Unanticipated negative impacts, cooptation of benefits by elite, benefits not sustainable
<b>Research</b>	Methodical, neutral, fact-based, hypothesis driven, well-prepared, funded	<ul style="list-style-type: none"> <li>-Trade-offs in efficiency v. quality</li> <li>-Nonlinear discovery, iterative inquiry</li> <li>-Most interesting material often not related to original questions</li> <li>-Make do, jury-rigging</li> <li>-Research influenced by values/politics of donor, employer, community, etc.</li> </ul>

# Why Bother?



# Resources

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- Consultation and Training:
  - Team-building
  - Effective Meetings
  - Participatory Development or Evaluation of Indicators of Success
  - Multicultural Competency
  - Team Reflection- anytime throughout the process
    - E-mail: [kate.westdijk@gmail.com](mailto:kate.westdijk@gmail.com)
- UVM Office of Community-University Partnerships and Service-Learning (CUPS)
  - [www.uvm.edu/partnerships](http://www.uvm.edu/partnerships)

# Resources: Books

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- Research Methods of Community Change  
(Stoecker, 2005)
- Campus Compact:
  - [www.compact.org/publications](http://www.compact.org/publications)